



## Hendersonville Elementary School

6089 Hendersonville Hwy.  
Walterboro, SC 29488

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	452 Students	
<b>Principal</b>	Jessica F. Williams	843-782-0027
<b>Superintendent</b>	Mrs. Leila Williams, Ed.S.	843-782-4510
<b>Board Chair</b>	Mr. William Bowman, Jr	843-217-0033

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	At-Risk	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

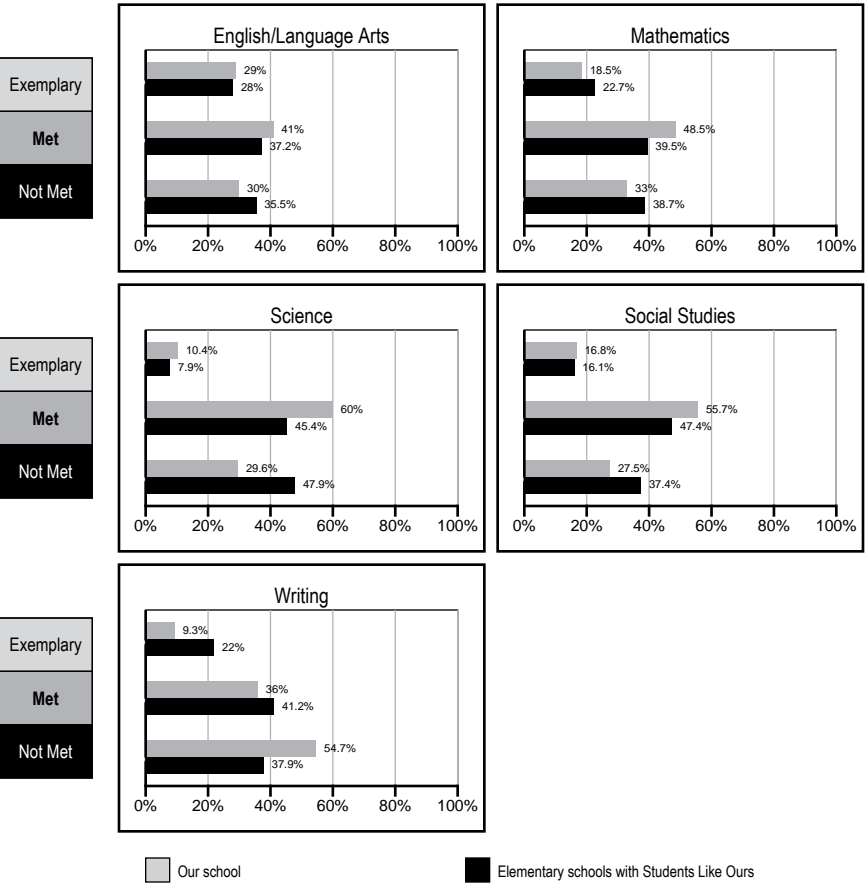
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	13	101	51	20

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=452)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.8%	100.0%	100.0%
Retention rate	0.5%	Down from 1.9%	1.3%	1.0%
Attendance rate	96.4%	Up from 95.2%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	48.3%	Up from 44.1%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.8%	Down from 83.9%	85.5%	88.7%
Teacher attendance rate	94.6%	Down from 96.0%	95.2%	95.1%
Average teacher salary*	\$42,282	Up 2.5%	\$45,270	\$47,210
Professional development days/teacher	8.6 days	Up from 8.4 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.5 to 1	18.3 to 1	20.0 to 1
Prime instructional time	90.5%	Up from 90.1%	90.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,594	Up 2.5%	\$8,234	\$7,247
Percent of expenditures for instruction**	70.4%	Up from 69.8%	66.6%	68.2%
Percent of expenditures for teacher salaries**	69.8%	Up from 69.0%	63.3%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Hendersonville Elementary School, located in the southern portion of Colleton County, serves approximately 450 students in pre-kindergarten through fifth grade. Students come from a predominately rural setting with 70% African American students, 28% Caucasian students and 2% from other ethnic origins. Our vision at Hendersonville Elementary School is "Every day, every student will experience success with grade level materials in a safe and supportive environment." Principal Jessica F. Williams, along with the faculty, staff, parents, and community members have continued to implement strategies in keeping with this vision. Analysis of PASS and MAP data in conjunction with subject-specific progress monitoring has strengthened the academic progress of our students. Students received daily small group differentiated instruction in reading and math provided by classroom teachers and interventionists. The Inclusion Model of instructing students with disabilities was continued this year. Students in grades 4-5 also received instruction in single-gender self-contained classes. These educational models promoted classroom community and accommodated individual learning styles. All classrooms are equipped with the latest technology including SMART Boards, Airliners, and Student Response Systems. This year Hendersonville continued a progress monitoring cycle that included planning, observation of lessons, and standards-based assessments. Using this model, teachers were given specific feedback on teaching and students were given specific feedback on learning. Positive Behavior Intervention System (PBIS) was continued during the 2011-2012 school year. This system promotes positive student behavior and character development on a school wide basis while emphasizing our motto "Be SHARP". The Jr. Leadership Program, Student Council, Mentoring Program, Cheerleading and Football Programs were continued. The faculty participated in various staff development opportunities throughout the year. Professional learning communities focused on strategies for the implementation of guided math groups, using MAP data effectively and Explicit Direct Instruction. Teachers applied strategies learned from these professional learning opportunities to enhance classroom instruction. We are confident that Hendersonville Elementary students will continue to make academic gains as documented by PASS test scores. We expect that their social and emotional growth will be enhanced because of the nurturing community environment that has been established at our school. We expect the students of Hendersonville Elementary to exceed the projected goals for the 2011-12 school year.

Jessica F. Williams, Principal  
 Pastor Joseph Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	2	78	49
Percent satisfied with learning environment	I/S	84.4%	89.6%
Percent satisfied with social and physical environment	I/S	85.7%	89.6%
Percent satisfied with school-home relations	I/S	81.8%	87.8%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	94.2
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Hendersonville Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☒ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.5%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
-----------	----------	-----------	--------------	---------------------	--------------	---------------

Grades 3-5

All Students	642.1	635.2	616.2	627.7	100.0	100.0
Male	646.1	632.9	617.2	629.3	100.0	100.0
Female	637.9	637.7	615.1	625.8	100.0	100.0
White	653.2	650.9	643.8	645.2	100.0	100.0
African American	636.9	628.2	606.1	623.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	640.6	633.6	614.0	626.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	87	98.9	27.7	36.1	36.1	72.3
	4	84	100	37.5	40	22.5	62.5
	5	95	100	28.4	54.5	17	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	67	100	23	32.8	44.3	77
	4	74	100	24.6	46.4	29	75.4
	5	78	100	41.3	42.7	16	58.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	87	98.9	48.2	32.5	19.3	51.8
	4	84	100	27.5	48.8	23.8	72.5
	5	95	100	38.6	46.6	14.8	61.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	67	98.5	38.3	40	21.7	61.7
	4	74	100	26.1	52.2	21.7	73.9
	5	78	100	36	50.7	13.3	64
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	43	100	58.1	25.6	16.3	41.9
	4	84	100	30	62.5	7.5	70
	5	47	97.9	48.8	37.2	14	51.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	33	100	43.8	40.6	15.6	56.3
	4	74	97.3	20.9	70.1	9	79.1
	5	38	100	34.2	57.9	7.9	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	45	97.8	31.7	61	7.3	68.3
	4	83	100	25.3	57	17.7	74.7
	5	48	97.9	51.2	30.2	18.6	48.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	35	97.1	36.7	53.3	10	63.3
	4	73	97.3	13.4	62.7	23.9	86.6
	5	40	97.5	47.2	44.4	8.3	52.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	95	96.8	40.7	43	16.3	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	79	98.7	54.7	36	9.3	45.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample